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ABSTRACT

The extent to which values of college department heads were linked to their attitudes toward selected educational innovations was assessed. Five deans of education were requested to select and rank five innovations from a list of 29. A list of the innovations, the Study of Values survey, and a demographic and descriptive questionnaire were mailed to 42 department heads at Southeast institutions. The 31 male respondents were department heads in institutions offering a master's, educational specialist, and/or doctoral degree in administration and educational leadership. The five innovations were: interdisciplinary seminars, off-campus activities, university without walls, major-field requirements, and specification of meaningful introduction into the the humanities, social sciences, and math and physical sciences. Demographic and descriptive data were collected on: highest academic degree held, length of service in the administrative position, sex, age, size of institution, highest academic degree offered by the department, and department organization. A significant relationship was found between the respondents' attitudes and values toward innovations. There was no significant relationship between the respondents' attitudes and demographic and descriptive variables. (Author/SW)

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The Relationship Between the Values and Attitudes of Department Heads of Administration and Educational Leadership Toward Selected Educational Innovations in the Southeastern United States

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Running head: Attitudes and Values

Abstract

The purpose of this study was to assess to what extent the values of college and university department heads of administration and educational leadership would provide a clue to, or a basis for predicting their attitudes toward selected educational innovations. Five Deans of Education were requested to select and rank five innovations from a list of 29. The selected innovations, Study of Values, and a demographic and descriptive questionnaire were then mailed to 42 department heads. Thirty-one males participated in the study. A significant relationship was found between the subjects' attitudes and values. The best predicting values for each attitude factor are presented in the study. There was no significant relationship between the subjects' attitudes, and demographic and descriptive variables.

Author Identification

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The Relationship Between the Values and Attitudes of Department Heads of Administration and Educational Leadership Toward Selected Educational Innovations in the Southeastern United States

Summary

The purpose of this study was to assess to what extent the values of college and university department heads of administration and educational leadership would provide a clue to, or a bauis for predicting their attitudes toward selected educational innovations.

The study tested the following Null Hypotheses at the .05 level of significance:

1. There is no significant relationship between department heads' theoretical, economic, aesthetic, social, political, or religious values (as measured by the Study of Values) and their attitudes (as measured by semantic attitude scales) toward the following innovations and/or trends: (a) Interdisciplinary Seminars, (b) Off-Campus Activities, (c) University Without Walls, (d) Major-Field Requirements, and (e) Specification of "meaningful introduction", into the three major areas of knowledge--humanities, social sciences, and physical and mathematical sciences--in lieu of general educational requirements (White, 1974; Wey, 1976).

2. There is no significant relationship between department heads' attitudes toward Interdisciplinary Seminars, Off-Campus Activities, University Without Walls, Major-Field Requirements, or Specification of meaningful introduction into the three major fields of study--humanities, social sciences, and physical and mathematical sciences--in lieu of general educational requirements (as measured by semantic attitude scales) and (a) number of years served in the administrative position, (b) age, (c) size of the institution, (d) highest academic degree offered in the department, and (e) department organization (homogeneous or heterogeneous).

Methods and Procedures

From a total population of 42 department heads, 31 male department heads served as subjects for this study. Subjects were obtained from four-year institutions, in the Southeastern United States, offering a Master's, Educational Specialist, and/or Doctoral degree in administration and educational leadership.

A number of instruments were reviewed pertaining to attitudes and values in an effort to secure appropriate instruments for conducting this investigation. After an intensive review of existing instruments it was determined that the Study of Values survey, prepared

by Allport, Vernon, and Lindzey (1960); semantic attitude scales developed by Osgood and Tannebaum (1955); and a demographic and descriptive questionnaire were the most appropriate instruments for this study.

Since this study was to determine the relationship of department heads' values to their attitudes, a list of innovations was first compiled from various sources of literature and submitted to a panel of five Academic Deans of Education. The Deans were randomly selected from colleges and universities in the Southeastern United States. They were requested to rank the innovations/ trends according to their "importance to the general field of education." Following the return of the ranked lists, the top five innovations were selected for inclusion on the semantic attitude scales. The Study of Values, semantic attitude scales, and a demographic and descriptive questionnaire were then mailed to the department heads.

Statistical methods applied to the data obtained were Pearson product-moment correlation coefficient, stepwise multiple regression, and analysis of variance utilizing the F-ratio. Pearson correlation coefficient was used to determine the degree of relationship between

the department heads' value scores (as measured by the Study of Values) and their attitude scores (as measured by semantic attitude scales) toward the selected educational innovations/trends. This analysis was also used to test the relationship between the department heads' attitude scores toward the educational innovations/trends and demographic and descriptive variables. The demographic and descriptive questionnaire requested information regarding: (a) highest academic degree held, (b) length of service in the administrative position, (c) sex, (d) age, (e) size of the institution, (f) highest academic degree offered in the department, and (g) department organization (homogeneous or heterogeneous). Stepwise multiple regression was used to determine the predictive ability of each of the value scores on each of the attitude scores. Analysis of variance utilizing the F-ratio was used to test the significance of the variance accounted for caused by each value factor on each attitude factor. All computations utilized the Statistical Package for the Social Sciences (Nie et al., 1975).

Findings

The statistical findings as they relate to Null Hypothesis I (a) through (e) revealed a significant relationship between department heads' religious values and attitudes toward Interdisciplinary Seminars; eco-

nomic and aesthetic values and attitudes toward Off-Campus Activities; and economic values and attitudes toward Major-Field Requirements.

As part of Hypothesis I (a) through (e) the problem statement also included the question: If department heads' values affect their attitudes toward educational innovations/trends, which value factor is the best predictor of each attitude factor? The findings regarding this question may be summarized as follows:

1. The value factor religious was shown to be the best predicting value of attitudes toward Interdisciplinary Seminars. A statistically significant effect on the attitude factor was also indicated by the value religious.

2. The value factor aesthetic was the best predicting value of attitudes toward Off-Campus Activities. Value factors aesthetic, political, religious, and social, respectively, were shown to have a statistically significant effect on attitudes toward Off-Campus Activities.

3. The value factor political was the best predicting value to attitudes toward University Without Walls. There were no statistically significant effects shown by the value scores on attitudes toward Off-Campus Activities.

4. The value factor economic was the best predicting value on attitudes toward Major-Field Requirements. There were no statistically significant effects shown by the value scores on attitudes toward Major-Field Requirements.

5. The value factor religious was the best predicting value of attitudes toward Specification of "meaningful introduction", into the three major areas of knowledge--humanities, social sciences, and physical and mathematical sciences--in lieu of general educational requirements. There were no statistically significant effects shown by the value scores on attitudes toward Specification of "meaningful introduction"...

Results pertaining to Null Hypothesis II (a) through (e) failed to provide evidence of a significant relationship between demographic and descriptive variable groups and the subjects' attitude scores.

Discussion

From the data obtained it was indicated that values may be used as criteria for the prediction of attitudes, and therefore for the selection and/or appointment of department heads in the department of Administration and Educational Leadership, generally disposed toward educational innovations.

It was also indicated that the variables length of service, age, size of the institution, highest academic degree offered in the department, and department organization cannot be suggested as reliable criteria in the selection of department heads who will be receptive to innovations, particularly educational innovations. This conclusion is based on the generally nonsignificant relationship found in the questionnaire responses when grouped according to the demographic and descriptive information obtained.

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